

CROSS CUTTING THEMES

EDUCATION THAT IS MULTICULTURAL

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

1. Identify the major ETM goals that were addressed by the school system during the 2009-2010 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:
 - **Curriculum.** Explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
 - **Instruction.** Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.
 - **Staff Development.** Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.
 - **Instructional Resources.** Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - **School Climate.** Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.
2. Describe where challenges in meeting ETM goals are evident.
3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2010-2011 to address the identified challenges.

RESPONSE

1. Major ETM Goals Addressed by the School System during the 2009-2010 Academic Year

Goal 1: To increase the cultural proficiency of leaders and their staffs within Somerset County Public Schools

Somerset County has been struggling with realizing true depth and growth in “Education That Is Multicultural” as opposed to surface level events and activities that are pleasant and interesting but do little to impact a hidden curriculum that daily sends a message of the superiority of the

mainstream American culture and the inferiority of any other culture. After a year of task force study, discussion, and action planning based upon MSDE and MHEC's report: "The Education of Maryland's African American Males," leadership came to the conclusion that more powerful and personal training was needed if there was to be real and lasting change.

The loss of most professional development funding eliminated the possibility of accessing consultants. As a result, leadership turned to a self study process following the manual/guidebook: ***Cultural Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps*** by Randall B. Lindsay, Stephanie M. Graham, R. Chris Westphal, Jr. and Cynthia L. Jew (Corwin Press, 2007)

From initial study and reflection using this resource, leadership concluded that:

- a. The absence of a culturally proficient staff will prevent a closing the achievement gap.
- b. The lens of cultural proficiency must be accessed when using assessment data.
- c. The definition of cultural proficiency as "...educating all students to high levels through knowing, valuing, and using their cultural backgrounds, languages, and learning styles within the context of our teaching" had to be communicated as an expectation of all staff.
- d. Cultural proficiency must address all cultures: African American, Latino, First Nation, and Asian.
- e. Poverty, gender, English language learners, and special education groups of students also have associated "cultures" as underserved populations.
- f. Leaders themselves at all levels needed to learn effective strategies
 - for confronting their own cultural biases, and
 - for addressing individuals on their staff who were not well serving students of cultures different from their own and sought to change the behavior of the student rather than modify their own practices.

A commitment was made by the Somerset County Public Schools Central Office Leadership Team to facilitate an activity at each monthly A&S (Administrators and Supervisors) Meeting to explicitly build cultural proficiency to increase an awareness of hidden institutional practices that diminish persons of an underserved culture. These activities were taken from various resources including "Teaching Tolerance," "Building Community and Combating Hate (Partners Against Hate)," suggested activities from "Cultural Proficiency" in the National Staff Development Council monthly periodical, and *Cultural Proficiency*. The activities were facilitated by the Supervisor of Secondary Student Services.

With an increasing enrollment of Hispanic students and the continuing presence of a migrant community, the Superintendent of Schools assumed a seat on the State Advisory Council for English Language Learners and attended periodic meetings. The committee afforded the superintendent an opportunity to hear the cultural perspective of individuals working in multicultural agencies external to public schools as well as teachers, administrators and students.

[Areas Addressed in Goal 1 include: School Climate, Professional Development and Instructional Resources]

Goal 2: To enrich students' understanding and appreciation of multiculturalism through classroom and school-wide activities in alignment with the Maryland State Curriculum

A wide range of materials, activities and events occurred at all grade levels and various content areas throughout the 2009-2010 year to emphasize students' knowledge of and appreciation for a variety of cultures.

Secondary multicultural literature study included:

- *Things Fall Apart* by Chinua Achebe
- *A Raisin in the Sun*
- *Angela's Ashes* by Frank McCourt
- *Haroun and the Sea of Stories* by Salman Rushdie,
- *Night* by Elie Weisel,
- *The Pearl* by John Steinbeck
- *House on Mango Street*
- ***Their Eyes Were Watching God*** by Zora Neale Hurston
- Short Stories such as: "The Diary of Anne Frank", "Raymond's Run", "Harriet Tubman-Conductor on Underground Railroad". "Caesar Chavez-He Made a Difference",
- Textbooks: *Multicultural Voices; Everyday Heroes Touchpebbles*

Elementary Multicultural Studies

- Social Studies at the elementary level includes group research of countries followed by an exhibition of learning
- Character Education lessons on multicultural affirmation were embedded in core instruction with the loss of the Character Education positions in the county
- Elementary Music
 - ✓ Study of the "roots" of music
 - ✓ Learned songs and dances of Kenya, Mexico, Russia, England, and Australia
 - ✓ Used African drums, Jamaican steel drum band, Latin American instruments, bagpipes from Scotland, and instruments of Middle Eastern groups.
 - ✓ Learned songs in Spanish as well as English
- Elementary Art
 - ✓ Active engagement in all art work for Multicultural Night
 - ✓ Specific lessons on cultures of India, South America, Europe, Japan, and Africa
- Elementary Multicultural Evenings for Community
 - ✓ Active engagement in all art work for Multicultural Night
 - ✓ Specific lessons on cultures of India, South America, Europe, Japan, and Africa
- Elementary Events

- ✓ Multicultural Night: 15% of the students had one or more family members attend this evening of Mexican food, music, dance, and dress
- ✓ Multicultural Fair: The countries represented in the fair are countries represented in the student body: China, France, Mexico, Pakistan, Sudan, and Turkey The fair was held during and after school; 10% of the students had one or more family members attended
- ✓ Cinco De Mayo Day: Parents attend and bring their favorite Mexican dish.
- Professional Development and Growth of Staff
 - ✓ Small *Book Study* Groups among Elementary Teachers
 - ✓ Staff reading and discussion of Maryland One selection: ***Song Yet Sung*** by James McBride
 - ✓ Participation in interview of James McBride at UMES
 - ✓ Participation and representation in external multicultural trainings was present at the state and local levels
 - ✓ Core materials and media center materials continue to be selected according to criteria which include multicultural considerations for content, presentation, bias, stereotyping, and inclusion of role models in a variety of cultures.

[Areas Addressed in Goal 2 include: Curriculum, Instruction, Professional Development and Instructional Resources]

Goal 3: To increase the community's awareness of the cultural proficiency efforts of Somerset educators and Board in Response to Concerns Raised by the ACLU/NAACP *Semper Eadem* Report

A commitment was made by the Somerset County Public Schools Central Office Leadership Team to make visible the system's efforts to be culturally proficient in all actions. Planned activities that included this sub goal were:

- Including members of multiple cultures on the Parent Advisory Council in order to have a multicultural voice present in decisions;
- Hosting Parent/Community Coffees at all schools open to all parents;
- Collaborating with the LMB (Local Management Board) in *Somerset Helping Somerset* action planning; and
- Serving on the Task Force for Implementation of the *Semper Eadem* Recommendations; and
- Inviting Community Members of NAACP to participate in seeking expert, consultant-led culture proficiency workshops.

[Areas Addressed in Goal 2 include: Climate, Staffing and Instructional Resources]

CATEGORY	CONTRIBUTING STRATEGY, PROGRAM OR PRACTICE, AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE, AND COST
PROFESSIONAL DEVELOPMENT Participation in External Multicultural Workshops and Conferences	Maryland NAME Statewide Conference PBIS Eastern Shore Conference ELL State Task Force Superintendent serves as representative ESSA Mini Session on Cultural Proficiency (May, 2010) Individual Flex Choices of Staff <ul style="list-style-type: none"> • Boys on the Edge • Hispanic Family Dynamics • Beyond Poverty: Brain -Inspired Ways to Understand and Respond to Poverty • Cultural Sensitivity and Awareness In the Classroom • Beyond the Bake Sale - Communications with Parents • Gentlemen's Club, • Cultural Characteristics of African American Students in Academic 	Source: Safe and Drug Free Schools Grant Amount: \$300 Source: Safe Schools Healthy Students Grant Amount: \$1,046 Source: Staff Time Amount: \$0 Source: Staff Time Amount: \$0 Source: Staff Time Amount: \$0

CATEGORY	CONTRIBUTING STRATEGY, PROGRAM OR PRACTICE, AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE, AND COST
INITIATIVE Membership in State Advisory Council	<ul style="list-style-type: none"> • Participation on State Committee to increasing leadership awareness of institutional bias • Copying, distribution, and orientation to curriculum 	Source: Staff Time Amount: \$0

CATEGORY	CONTRIBUTING STRATEGY, PROGRAM OR PRACTICE, AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE, AND COST
Community Involvement Parent Advisory Council Assuring Equity	<ul style="list-style-type: none"> • Individualizing curriculum to student needs • Parent Coffees (Light refreshments) • Parent Advisory Council (Materials) • Student Uniform Initiative • Plan Family Nights to consider diversity of families 	Source: School Funds Amount: \$500 Source: Staff Time Amount: \$0 Source: ARRA (stimulus) Amount: \$38,777
INSTRUCTIONAL INITIATIVES Instructional Planning Monitoring of Instruction	Embed multicultural aspects of character education into core curriculum (Parent and Community Coordinator) Intermediate School Reading Coach works with teachers to implement Explicit Reading Model as tool for breaking down cultural barriers in reading instruction	Source: ARRA (stimulus) Amount: \$19,389 Source: Local Amount: \$61,447

2. Describe where challenges in meeting ETM goals are evident.

As noted earlier, the loss of most professional development funding eliminated the possibility of accessing consultants. As a result, leadership turned to a self study process following the manual/guidebook: ***Cultural Proficient Inquiry: A Lens for Identifying and Examining***

Educational Gaps by Randall B. Lindsay, Stephanie M. Graham, R. Chris Westphal, Jr. and Cynthia L. Jew (Corwin Press, 2007)

From initial study, implementation of activities with the administrators and supervisors and reflection, leadership concluded that:

- The absence of a culturally proficient leadership and staff will prevent a closing the achievement gap.
 - Cultural proficiency must address all cultures: African American, Latino, First Nation, and Asian.
 - The definition of cultural proficiency as “...educating all students to high levels through knowing, valuing, and using their cultural backgrounds, languages, and learning styles within the context of our teaching” had to be communicated as an expectation of all staff.
 - System leaders at all levels needed to learn effective strategies
 - for confronting their own cultural biases,
 - safely guiding their staffs toward confronting institutional cultural biases, and
 - for addressing individuals on their staff who were imposing their biases on students.
3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2010-2011 to address the identified challenges.

a. ADJUSTMENT: Personal and Institutional Quest for Cultural Proficiency

(1) Guide leadership toward a personal and institutional quest for cultural proficiency

(2) Assess personal and system placement on a continuum of cultural proficiency including:

- Cultural Destructiveness (Seeking to eliminate the vestiges of cultures of others)
- Cultural Incapacity (Seeking to make the culture of others appear to be wrong)
- Cultural Blindness (Refusing to acknowledge the culture of others)
- Cultural Pre-competence (Being aware of what one doesn't know about working in diverse settings)
- Cultural Competence (Viewing one's personal and organizational work as an interactive arrangement in which the educator enters diverse settings in a manner that is additive to cultures that are different from the educator's)
 - (***Source: Cultural Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps*** by Randall B. Lindsay, Stephanie M. Graham, R. Chris Westphal, Jr. and Cynthia L. Jew (Corwin Press, 2007)

(3) Assess SCPS Curriculum and Instructional practices through a cultural proficiency lens that considers extent to which C&I provides access to cultural knowledge, reflects and values diversity, promotes multiple perspectives, develops advocacy practices for social justice, and stands as a validated educational mission.

- Diversify Cultural Proficiency Assessment Task Force
- Seek External Support
- Gather data, analyze findings, and prepare means to disseminate

- (4) Present findings to Board of Education and Leadership Teams
- (5) Access expertise in field of educational systems and cultural proficiency
- (6) Develop and implement a plan for assuring social justice and achieving institutional cultural proficiency
 - Obtain commitment of stakeholders
 - Involve community in plan development and implementation
 - Include a required training component for all staff, present and future

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Research and access expertise in field of educational systems and cultural proficiency TIMELINE: July, 2010	Pacific Educational Group, Inc.	Superintendent Time Source: Staff Time Amount: \$0
Assess interest and commitment of leadership for <i>Beyond Diversity</i> Training TIMELINE: July, 2010	Survey Monkey Superintendent	Materials and Staff Time Source: Local Amount: \$300
Summarize participants response to the <i>Beyond Diversity</i> Training and apply to the continued planning TIMELINE: August 25, 2010 September 30, 2010	Survey Monkey Superintendent Pacific Educational Group, Inc.	Materials and Staff Time Source: Local Amount: \$300
Conduct system assessment of observed practices TIMELINE: October 15-December 1, 2010	Superintendent Student Services Pacific Educational Group, Inc	Materials and Staff Time Source: Staff Time Amount: \$0
Continue Leadership <i>Beyond Diversity</i> Training; add executive team and Board Components TIMELINE: January-May 15, 2010	Pacific Educational Group, Inc	Professional Development Source: SFSF Funds Amount: \$50,000
Provide continuing resources and opportunities for	Books: <i>It's the Little Things</i>	Professional Development

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
discussion on diversity and system racism TIMELINE: September-January 15, 2011	<i>Managing Diverse Classrooms</i> <i>Culturally Proficient Inquiry</i> <i>Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda</i> <i>JSD: The Journal of the National Staff Development Council—August 2010</i>	Source: Local Amount: \$300
Design and establish required Social Justice training component for all SCPS staff TIMELINE: May-June 30, 2011	Internal and External Task Force Members	Professional Development Source: Staff Time Amount: \$0
Implement required Social Justice training component for all SCPS staff TIMELINE: September 1, 2011-July 1, 2013		

b. REVISION: Monitor Core Embedded Multicultural Instruction.

Monitor the multicultural components of character education delivered through regular elementary classroom core instruction in a consistent planned and thematic manner.

REVISION and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Meet with building leadership to determine format and content of monitoring the integration of multicultural components of Character Education into regular classroom at elementary grades TIMELINE: September 23, 2010	Elementary Supervisor Parent and Community Coordinator	Core Instruction and Staff Time Source: ARRA (stimulus) \$19,338

c. ADJUSTMENT: Extend Cultural Awareness and Competency Practices to Community as well as Classroom.

Guide Title I Family Nights to incorporate considerations and activities for parents of diverse cultures.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Include planners of Family Nights in Cultural Proficiency study and discussions TIMELINE: August, 2010–May, 2011	Staff Time	Professional Development Source: Staff Time Amount: \$
Require the Review of Parent Feedback from Family Nights according to diversity in order to assess any cultural shortfalls TIMELINE: January, 2011	Administrators Instructional Coaches	Planning Source: Staff Time Cost: \$0
Plan (SIT) Family Nights in consideration of families’ cultural differences and needs in most effectively helping their children to succeed in school TIMELINE: September, 2011	SIT Team Title I Parent and Community Coordinator	Staffing Source: ARRA (stimulus) \$38,777

d. REVISION: Promote community multicultural activities.

Engage community in shared efforts outside of school to become culturally proficient and positively impact community activities

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Pursue LMB’s initial work in validating and engaging in action planning to nurture a culturally proficient county/community TIMELINE: September,2010-June, 2011	Staff Time	Professional Development Source: Staff Time Amount: \$0

e. ADJUSTMENT: Institutionalize college trips.

Explore the possibility the college visitation field trip will become a regular 11th grade event.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY, SOURCE AND AMOUNT
Explore the possibility of expanding the GEAR UP model of college visits beyond the GEAR UP cohort to the 11 th grade in order to access to a range of students TIMELINE: October, 2010 and April, 2011	Parent Advisory Council Project	Activity: Local College Visits Source: Alternative Funding Amount: \$7000